| ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 8/13/65 | DATE RECEIVED |
|---|---|---|---|

A. PUBLICATION DATA

| 1. ERIC NUMBER | 2. ORIGINATOR CONTROL NO(S). | 3. IDENTIFICATION NO. |
|---|---|---|
| ED000498 | 7249 | N.A. |

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Study of Teacher Proparation at SSTC-1959

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Southern State Teachers
ORG. College
ST.
CITY, STATE Springfield, South Dakota
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Southern State Teachers College

| 10. VOL. | 11. PAGES | 12. MO./YR. | 13. TOTAL PP. |
|---|---|---|---|
| N.A. | N.A. | 59 | 12 |

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES X NO ☐

COPYRIGHT GRANTED
YES ☐ NO X

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL X
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Survey

16. INDEXING TERMS (6-12)

| | | | | |
|---|---|---|---|---|
| | teachers | qualifications | | |
| | | professional education | | |
| surveys | faculty | | | |
| teacher education | graduates | | | |

17. ABSTRACT (MAX. 250 WORDS)

Report on questionnaire study designed to identify inadequacies in teaching preparation based upon difficulties encountered in first year of teaching by 62 graduates of Southern State Teachers College. Findings suggest areas for evaluation and improvement.

RIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

| 19. SUPPORTING ORGANIZATION | 20. DIVISION OR DEPT. | 21. CONTRACT NO. / PROJECT NO. |
|---|---|---|
| | 22. TOTAL COST OF PROJECT | |
| | 23. DURATION OR PROJECT | U.S. Department of Health, Education, and Welfare Office of Education |

RIC Form 1

Southern STC, Springfield, S.D. Harold S Anderson

IV-16 (Teacher Ed)

IV-16

"Study of Teacher Preparation at SSTC-1959" 1959

Need for the Study:

A teacher education program in an institution of higher education tends to grow through the years in an evolutionary process. Its growth is influenced by many forces, some of which are extremely subtle. The whims of administrative officers, opinions of college instructors, patterns of other colleges, recommendations of teacher certification agencies, governing boards, teacher employing agencies and many other agents influence its growth.

If such a program continues to survive, it must be assumed that to a certain extent it is satisfactory in performing its major function, the preparation of teachers.

The extent to which it is satisfactory is difficult to determine. The teacher's job is highly complex depending for success upon many factors, many of which are bound up tightly with the teacher's own individual personality, which was largely established prior to the individual's attendance at a teacher preparation institution. However, the teacher education program is designed to produce a pattern of teaching behavior which, allowing for personality variation, is adequate to successfully carry out the functions of the teacher.

One measure then, of a teacher education program is the extent to which its graduates can carry out the functions of the teacher. A "good" teacher education program would be one the graduates from which would be able to carry out these functions well.

For some time, Dean Lee DeBoer of Southern State Teachers College has carried on a biennial evaluation of the success of graduates by contacting the administrative officers of first year teachers. Toward the end of their first year of teaching, a questionnaire is sent to each teacher's administrative officer. This officer reports on the overall satisfactivness of the teacher and furnishes an evaluation of the teacher's

ED 000498

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.



ability to carry out the functions of teaching. This measure of the success of graduates provides some basis for the continuous evaluation of the teacher education program.

Another source of information concerning the adequacy of the teacher education program of a college would be its graduates who are teaching. They can reveal to investigation the aspects of their job for which they do not feel adequately prepared.

PURPOSE:

The purpose of this study was to ascertain items of self-perceived shortage in the preparation of teachers at Southern State Teachers College. It was felt that teachers, in their first year of teaching, would encounter more difficulties in those areas of their job for which they were not adequately prepared. Upon obtaining a pattern of responses indicating those aspects of a teacher's job in which graduates had encountered difficulty, it should be possible to evaluate the teacher education program of the college more realistically. The areas of the teacher education program which appear to be inadequately preparing prospective teachers to carry out their duties well should be reviewed and if possible revised.

PROCEDURE:

This study was begun in the fall of 1957 with an analysis of teachers' behaviors important to effective teaching. Behavior complexes were summarized from Charter's Commonwealth Study of the activities of teachers. These activities were submitted to faculty members of Southern State Teachers College and the Springfield cooperating public school for rating according to importance. The responses to the questionnaires were tabulated to obtain evidence concerning the relative importance of different activities of teachers.

---

1. Charters, W. W. and Waples, Douglas, The Commonwealth Teacher-Training Study, 1929.

At about the same time, another study was begun to ascertain the felt inadequacies in preparation of the 1957 graduates who were teaching during the academic year, 1958-59. In January, 1958, an open questionnaire[1] was submitted to seventy-four graduates who were then in their first year of teaching. These teachers were asked to write down comments on the difficulties they had encountered during their first year of teaching which could have resulted from discrepancies or shortages in their preparation. Thirty-one teachers, 1957 graduates of Southern State Teachers College, replied to the questionnaire and submitted sixty-six usable comments. These comments were reported to the faculty in grouped, paraphrased form.

In December, 1958 the data obtained from these two studies were used to build a checklist type questionnaire[2] which listed fifty major areas of teacher activity and preparation. In January, 1959, this questionnaire was mailed to one hundred twenty-two 1958 graduates of Southern State Teachers College who were in their first year of teaching. Respondents were asked to check those items in the questionnaire which reflected a perceived shortage in their preparation for teaching based upon difficulties which they had encounter thus far in their first year of teaching.

By April 29, 1959, when tabulations were completed, sixty-five, or 53.3 per cent of the questionnaires had been returned. Three questionnaires were returned without being completed. These three respondents were not currently in teaching. Sixty-two questionnaires were returned completed, all of which contained usuable information.

The sixty-two usable returns were tabulated by hand on a large sheet of paper ruled in one-half inch columns and with fifty rows sized to match the spacing on the questionnaire.

---

[1] See p. 13

[2] See pp. 15 & 16.

Findings of the study:

The sixty-two repondents to the questionnaire submitted a total of 743 checked items. The number of items checked per questionnaire ranged from three to thirty with a mean of 12.0 items checked per questionnaire.

TEACHING METHODS

There were twenty-three items listed in the group, teaching methods. The tabulated responses to these items and the per cent of response to each item are listed in Table I.[1]

The item of most frequent response in this section of the questionnaire was Item 2 "Methods courses more functional (practical)" which received thirty-five responses or 56.4 per cent of the sample. In light of this response, it is not surprising to find that Item 19 "Devising seatwork activities" received twenty-nine responses, thus was checked by 46.8 per cent of the respondents.

Twenty responses to Item 3 indicates that 32.3 per cent of the respondents would recommend more methods courses in specific areas of teaching. In contrast to the eight responses, 12.9 per cent, to Item[1] "More methods courses" this would seem to indicate that teachers prefer specific to general methods courses.

Of the instructional areas listed in rows 4 through 12 of Table I, more teachers felt they needed more instruction in the teaching of: 1) Reading, 19; 2) handwriting, 16; 3) science, 14; and 4) social studies, 12; in order of preference. These were followed by less frequently checked: 1) Art, 9; 2) language, 8; 3) arithmetic, 7; 4) spelling, 7; 5) music, 4.

Of the items in rows 13 through 23 all of which dealt with specific techniques or procedures of teaching, Item 18, "Devising seatwork

---

[1] See p. 5.

TABLE I

THE RESPONSES OF SIXTY-TWO TEACHERS, FIRST-YEAR GRADUATES OF SSTC, TO TWENTY THREE ITEMS IN TEACHING METHODS SECTION OF QUESTIONNAIRE

| | Questionnaire Items | Responses | Per Cent of Response |
|---|---|---|---|
| 1 | | 2 | 3 |
| 1. | More methods courses | 8 | 12.9 |
| 2. | Methods courses more functional (practical) | 35 | 56.4 |
| 3. | More courses in specific areas of teaching | 20 | 32.3 |
| 4. | More instruction in the teaching of art | 9 | 14.5 |
| 5. | music | 4 | 6.4 |
| 6. | social studies | 12 | 19.4 |
| 7. | science | 14 | 22.6 |
| 8. | arithmetic | 7 | 11.3 |
| 9. | reading | 19 | 30.6 |
| 10. | language | 8 | 12.9 |
| 11. | handwriting | 16 | 25.8 |
| 12. | spelling | 7 | 11.3 |
| 13. | More instruction in organizing the physical facilities of the classroom | 5 | 8.1 |
| 14. | filling out records | 16 | 25.8 |
| 15. | effective use of the blackboard | 18 | 29.0 |
| 16. | selection of textbooks | 16 | 25.8 |
| 17. | effective use of audio-visual aids | 9 | 14.5 |
| 18. | devising seatwork activities | 29 | 46.8 |
| 19. | making effective assignments | 19 | 30.6 |
| 20. | handling the first day of school | 16 | 25.8 |
| 21. | planning good lessons | 15 | 24.2 |
| 22. | obtaining teaching materials | 15 | 24.2 |
| 23. | using community resources | 9 | 14.5 |

activities" (cited previously) received the greatest frequency of response. "Making effective assignments" Item 19, was checked by nineteen respondents, 30.6 per cent of the sample. This was followed in frequency by Item 15 "Effective use of the blackboard" with a frequency of eighteen for 29.0 per cent. Item 16, "Selection of textbooks", Item 20 "Handling the first day of school", and Item 14 "Filling out records", were each checked by sixteen or 25.8 per cent respondents. "Planning good lessons" and "Obtaining teaching materials", Items 21 and 22 respectively, were each checked by fifteen respondents for 24.2 per cent. The other items in this section, less frequently checked, were Item 23, "Using community resources" and Item 17, "Effective use of Audio-visual aids", each checked by 14.5 per cent, and Item 13, "Organizing the physical facilities of the classroom, checked by five respondents, 8.0 per cent.

## BACKGROUND COURSES

Tabulated responses to the items in the section on Background Courses revealed only one fairly strong perceived need. This was the need for more grammar and composition training indicated by twenty responses to item six of that section. This response constituted 32.3 per cent of the group.

Evidently these teachers had been taught sufficiently well to use a library effectively. Only four persons, 6.4 per cent, reported this as a shortage in their preparation.

Response to the other five items in this section ranged from 12.9 per cent to 21.0 per cent, none of which appear to warrant corrective action.

TABLE II
RESPONSES AND PER CENT OF RESPONSE TO ITEMS IN QUESTIONNAIRE SECTION ON BACKGROUND COURSES

| Questionnaire Items | Responses | Per Cent of Response |
|---|---|---|
| 1 | 2 | 3 |
| 24. More and better experience in using a library effectively. . . | 4 | 6.4 |
| 25. More courses in major and minor fields . . . | 10 | 16.1 |
| 26. More instruction in the use of effective research procedure. . . . | 8 | 12.9 |
| 27. Heavier background in social and natural sciences. . . | 12 | 19.4 |
| 28. More instruction in first aid procedures for the classroom and playground . . . | 13 | 21.0 |
| 29. More grammar and composition training. . . . | 20 | 32.3 |
| 30. More instruction and experience in speaking before groups | 11 | 17.7 |
| Total | 78 | |

STUDENT TEACHING

Twenty-four teachers, 38.7 per cent of the sample, felt that they could have profited from more supervision and guidance by their supervising teacher in response to Item 21. On the other hand, seventeen people, 27.4 per cent, checked Item 32 which seems to present the contrasting opinion, indicating that they would have profited more from a freer hand in making their own decisions as a student teacher. About 26 per cent of the respondents checked Item 33 revealing that they would have preferred to have participated in a wider program of the school including extra-class activities. About one-fifth of the respondents, 21 per cent, felt that they could have profited from more student teaching and more experiences in supervising student activities outside the classroom, Items 34 and 35 respectively.

TABLE III
RESPONSES AND PER CENT OF RESPONSE TO ITEMS IN THE QUESTIONNAIRE SECTION ON STUDENT TEACHING

| Questionnaire Items | Responses | Per Cent of Response |
|---|---|---|
| 1 | 2 | 3 |
| 31. More supervision and guidance by supervising teacher. . . | 24 | 38.7 |
| 32. A freer hand in making decisions as a student teacher. . . . | 17 | 27.4 |
| 33. Participation in a wider program of the school including extra-class activities . . | 16 | 25.8 |
| 34. More quarter hours of student teaching . . . | 13 | 21.0 |
| 35. More experiences in supervising student activities outside the classroom . . . . | 13 | 21.0 |
| Total | 83 | |

DEALING WITH CHILDREN

This section of the questionnaire received the strongest response. Of the six most frequently checked items of the fifty items in the questionnaire, four were the four items in this section. This strong response would seem to indicate a felt need for more college instruction in dealing with children than these teachers received.

Most frequently checked was Item 36, "More instruction in handling problem children" by 51.6 per cent of the respondents. This was followed closely by Item 37, "More instruction in teaching the slow child," by an even 50 per cent. Teaching the fast child received a response of 40.3 per cent and guidance and counselling techniques was checked by 38.7 per cent of this group.

TABLE IV
RESPONSES AND PER CENT OF RESPONSE TO ITEMS IN THE QUESTIONNAIRE SECTION ON DEALING WITH CHILDREN

| Questionnaire Items | Responses | Per Cent of Response |
|---|---|---|
| 1 | 2 | 3 |
| 36. More instruction in handling problem children. . . . | 32 | 51.6 |
| 37. teaching the slow child. | 31 | 50.0 |
| 38. teaching the fast child. | 25 | 40.3 |
| 39. guidance and counselling techniques . | 24 | 38.7 |
| Total | 112 | |

EVALUATION PROCEDURES

Three of the items in this section were marked similarly by about one-third of the respondents. Thus about one-third of the sample teachers would have liked more instruction in marking and reporting procedures, construction of tests, and self-evaluation techniques. A small proportion, 21 per cent, felt they could have profited from more instruction on giving and interpreting standardized tests.

TABLE V
RESPONSES AND PER CENT OF RESPONSE TO ITEMS IN THE QUESTIONNAIRE SECTION ON EVALUATION PROCEDURES

| Questionnaire Items | Responses | Per Cent of Response |
|---|---|---|
| 1 | 2 | 3 |
| 40. More experiences in marking and reporting procedures. . . | 22 | 35.5 |
| 41. More instruction on the construction of tests | 20 | 32.3 |
| 42. More instruction on giving and interpreting standardized tests. . . | 13 | 21.0 |
| 43. More instruction on self-evaluation for teaching improvement . . | 22 | 35.5 |
| Total | 77 | |

## PERSONAL AND PROFESSIONAL RELATIONS

None of the items in this section were checked by more than approximately one-fourth of the respondents. About one fourth of the sample teachers would have liked more experiences in working with people in parent-teacher conferences and about the same proportion would like to have been better acquainted with teachers' professional ethics. A few teachers, 21 per cent, would have preferred more instruction on securing a desirable position. Very few of these first year teachers felt they needed more instruction on participation in PTA's, faculty meetings, faculty committees, and teacher's professional organizations.

## SUMMARY

The responses of "first-year" teachers to the questionnaire appear to furnish basis for the following generalizations:

1. A large proportion (35) of these graduates felt that educational methods courses should be more functional and practical. If possible, instructors of these courses should attempt to ensure that they have carry-over value to prospective teachers in the field.

2. A fair proportion (20) respondents felt that specific methods courses should be added but relatively few (8) respondents recommended the addition of further general methods courses. An analysis should be made of the pattern of methods courses to ensure complete coverage without unnecessary duplication. (Some specific methods courses have been added to the teacher ed. curriculum since these people completed this programs.)

3. More first year teachers felt a need for further instruction in the teaching of reading, handwriting, science and social studies than felt a need for more instruction in the teaching of language, art, arithmetic, spelling and music.

4. "Devising Seatwork Activities," checked by seventy-nine respondents, appears to be needful of more concentration in college methods courses. 29 (?)

5. A significant proportion, from 31 per cent ot 24 per cent, of these teachers felt the need for desirable experiences in "making effective assignments," "use of the blackboard," "selection of textbooks," "handling the first day of school", "filling out records," "planning good lessons," and "obtaining teaching materials." Instructors of methods

(5) courses at Southern should ensure that desirable behaviors in each of these categories be sought as objectives in their courses.

6. A small proportion, from 15 per cent to 8 per cent, of the sample teachers felt a need for more instruction in "using community resources, effective use of audio-visual aids, and "organising the physical facilities of the classroom." It may be assumed that these "first-year" teachers have met no serious problems in these aspects of their instructional task.

7. A substantial number (32 per cent) of sample teachers indicated a felt need for more grammar and composition training. Guidently these people felt that the required series in grammar, written and oral composition was insufficient to bring their communications ability to a desirable level.

8. Almost 80 per cent of the respondents felt that their backgrounds in areas other than grammar and composition were adequate.

9. Opinions of these teachers differed sharply on the closeness of the supervision under which they, as students, had done their student teaching. A considerably greater proportion, 38.7 per cent, felt that they could have profited from closer supervision than those, 27.4 per cent, who felt they had been supervised too closely.

10. About one-fourth of the sample felt that they could have profited from participation in a wider program of the school including extra-class activities.

11. A substantial proportion of this group indicated a need for more preparation in dealing with children. Over half, 51.6 per cent, of these teachers would have liked more instruction in handling problem children. Exactly half the group, 50 per cent, would have liked more instruction in teaching the slow child and about 40 per cent felt a need for more instruction in teaching the fast child and guidance and counselling techniques.

12. More instruction in several aspects of evaluation and reporting were considered a need by about one third of the sample teachers. These teachers were concerned with their abilities in construction of tests, self-evaluation techniques, and marking and reporting procedures. A much smaller proportion of the group felt a need for more instruction in standardized tests.

13. Relatively few of these teachers felt inadequately prepared in items concerning personal and professional relations. However a larger proportion felt a need for more instruction concerning parent-teacher conferences and professional ethics. Very few people felt a need for further instruction concerning PTA's, faculty meetings, faculty committees, and teacher's professional organizations.

## RECOMMENDATIONS

Persons reponsible for the preparation of teachers at Southern State Teachers College should consider the data obtained in this study in evaluating the teacher preparation program of the College. No major changes in the teacher education program appear necessary since for all except three of the fifty items in the questionnaire, over half of the repondents indicated they had received satisfactory preparation. Although all items in the questionnaire may be pertinent, items which obtained a response from more than about one-third of the sample were considered of more importance in proposing the following recommendations:

1. Teachers of general and specific methods courses should evaluate and improve their offerings in an attempt to make them move functional and practical.

2. Teachers of methods courses should ensure that the objectives of their courses include the devising of learning activities.

3. An extensive evaluation should be made of the portion of the professional sequence which prepares teachers for dealing with children. Special attention should be directed forward the provisions for dealing with problem children, and for teaching accelerated and retarded students.

4. Even though a course in guidance and counselling techniques has been recently added to the curriculum, not all students will find it feasible to include it in their programs. At least an introduction to guidance and counselling technique should be included in one or more required courses of the professional sequence.

## CONCLUSION

The results of this type of survey seem to provide some help for evaluating the preparation program for teachers. The data obtained appear to suggest some areas for evaluation and improvement. If similar studies were carried out annually over a period of years, curriculum revisions could be evaluated as to their effect on prospective teachers.